DOCUMENT RESUME

ED 395 784 SE 058 362

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TITLE Motivation in Mathematics.
REPORT NO ISBN-1-57273-026-9
PUB DATE 96
NOTE 188p.
AVAILABLE FROM Hampton Press, Inc., 23 Broadway, Cresskill, NJ 07626 (paperback: ISBN-1-57273-026-9; clothbound: ISBN-1-57273-027-7).
PUB TYPE Information Analyses (070) -- Books (010)

EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS Affective Behavior; *Beliefs; Classroom Environment; *Cultural Influences; Elementary Secondary Education; *Environmental Influences; Mathematics Instruction; *Motivation

ABSTRACT

The purpose of this book is to bring together research and theory about motivation for mathematics from different perspectives. Chapters are included that present theory and research on the influence of gender, culture, the classroom environment, and curriculum on children's mathematical performance and motivation. Chapters are: (1) "Sociocultural and Motivational Contexts of Mathematics Learning for Diverse Students" (Laurie E. Hart & Martha Allexsaht-Snider); (2) "Beliefs, Motivation, and Achievement in Mathematics: A Cross-National Perspective" (David H. Uttal); (3) "Influential Factors in Student Motivation to Learn Mathematics: The Teacher and Classroom Culture" (Douglas A. Grouws & Linda O. Lembke); (4) "Constructivism and the Motivated Transfer of Skills" (Nithi Muthukrishna & John G. Borkowski); (5) "Metacognitive, Motivational, and Social Influences on Mathematics Strategy Use" (Martha Carr); (6) "Gender Differences in Mathematics Achievement: The Role of Motivation" (Judith L. Meece); (7) "Students' Beliefs About Knowing and Learning Mathematics: Implications for Motivation" (Peter Kloosterman); and (8) "Strategy Use, Motivation, and Math Achievement in High School Students" (Patricia A. Pokay). (MKR)

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